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ABSTRACT

The "library-college" philosophy conceives of a library as a total educational resource, that (1) fully uses media and instructional aids; (2) stresses independent study; (3) encourages teachers and librarians to share instructional and bibliographic duties; and (4) aids students in achieving competency in reading, speaking, and critical thinking. There is disagreement in the literature over the viability of the library-college concept, however, with several writers maintaining that any student with learning disabilities cannot utilize independent study techniques, and that the professions of teacher and librarian should remain distinct and specialized rather than integrated. A case study approach was used at Long Beach City College (LBCC) to evaluate the library-college program initiated there. LBCC, a two-year community college offering vocational and Associate of Arts degrees, merged four departments, the library, Media Services, Learning Centers, and Basic Adult Education, into the Learning Resources Division. All media are actively used and early studies indicate that students seem to benefit from this coordinated approach. Although librarians spend an increasing amount of time teaching, teachers and librarians do not share functional duties. Independent study is not stressed in the program as LBCC students are believed to require a more structured learning environment. (DR)

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THE LIBRARY-COLLEGE PROGRAM AT LONG BEACH CITY COLLEGE

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May 18, 1979

Submitted in Partial Fulfillment of the Requirements for the M. L. S. Degree, Graduate School of Library and Information Science, U. C. L. A.

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ABSTRACT

One way to strengthen and revitalize the library as it functions in an educational setting is to implement a program based on the Library-College concept. According to writers such as B. Lamar Johnson, Louis Shores, Robert Jordan, Patricia Knapp, and others, this concept emphasizes four major characteristics such as the use of all media for learning, library-centered independent study, teachers who become bibliographic experts and librarians who become teaching-oriented, and student competency in reading, speaking, listening and critical thinking. The library program at Long Beach City College was evaluated in terms of how well it implemented these four elements of the Library-College philosophy in the realistic and practical operation of the library. This library has been united with other units within the college to form the Learning Resources Division, and it has successfully created a program which utilizes all media and allows a faculty member released time to promote better communication between the Learning Resources Division and the classroom. The program also promotes student competency. However, such learning is not based on library-centered independent study, and librarians formally do not become involved in the teaching process. Long Beach City College, therefore, has not totally implemented the Library-College concept into the academic program.

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INTRODUCTION

Educational institutions today face a multitude of problems as reading scores are plummeting downhill, academic standards are slipping, and budgets are stretched to the limit. Educators are searching for ways to improve their schools, and one significant area which has received little attention is the role of the library in an academic setting. All too often, teachers and administrators fail to recognize that the library can be an important factor in the learning process, and, therefore, the library resources and personnel are not fully utilized. Time, money, talent, and energy are being wasted when the library is considered to be an attractive storehouse or a pleasant room full of tables and chairs. Instead, the library can become a vital and driving force in an educational institution and contribute far than it has been allowed to provide in most instances.

One way to strengthen and revitalize the library as it functions in an educational setting is to implement a program based on the Library-College concept. A great deal of literature has been written about the concept, but most of the writing has focussed on theories and definitions; few studies have described, involved, or analyzed the actual implementation of the philosophy. The purpose of this paper is to analyze the academic program of Long Beach City College in Long Beach, California, in reference to the library, one goal which is to utilize the Library-College

theories, modifying certain ideas to fit the needs of the librarians, students, and teachers of this particular community college. The paper will trace the history and development of the Library-College philosophy, define and describe the basic characteristics of the concepts, and then compare and contrast these characteristics with the library program at Long Beach City College. The paper will conclude with an analysis of how well the Long Beach City College and its library has integrated the Library-College concept into the actual, realistic, and practical operations of the academic program and the library.

To gain information about the Library-College philosophy, the author of this paper has studied the available literature in the field, reading major publications such as The Library-College, edited by John Harvey, Robert Jordan, and Louis Shores, Learning Today, a journal dedicated to Library-College thought and edited by Howard Clayton, The Monteith College Library Experiment by Patricia Knapp, The Doing of History by Robert Haywood, The Junior College Library edited by B. Lamar Johnson, The Generic Book by Louis Shores, and other books and periodicals. The basic definitions and characteristics of the philosophy have been developed from the Library-College Charter and other documents created at the Jamestown Library-College Workshop in 1965 at Jamestown College, Jamestown, North Dakota.

The methodology used to gather information and data about the Long Beach City College Library has been the case study technique. Individuals such as the library director, librarians, learning resource

instructors, administrators, subject area instructors, and students were interviewed in-depth to gain a broad overview of the goals, objectives, functions, and effectiveness of the library as it operates with the community college.

The library program at Long Beach City College was evaluated in terms of how well it implemented the basic elements of the Library-College philosophy in the realistic and practical operation of the library. In other words, did the library actually use the Library-College concept? According to the Library-College Charter,[1] the criteria for a successful Library-College consists of four points, and the academic program and library at Long Beach City College were evaluated in terms of these points which state that the purpose of the Library-College is to:

1. Provide all media for learning.
2. To emphasize library-centered independent study.
3. To develop faculty members who are bibliographic experts as well as teachers.
4. To achieve competency in reading, speaking, listening, and critical thinking by students.

In the final analysis, the library at Long Beach City College had not successfully implemented the Library-College concept. The library has incorporated two of the four purposes of the concept. In the area of media, the library contains an excellent collection in all forms of media, including microfilm, tape cassettes, records, film, photographs, and pictures. The learning center of the library uses the media and equipment extensively to promote learning. Also, this learning center and

the rest of the library are actively assisting students in achieving competency in reading, speaking, listening, and critical thinking. Studies made by the learning center staff indicate that such learning does occur. However, the library program does not emphasize or stress library-centered independent study; the college still provides the traditional teacher and textbook oriented education, and students generally go to the library for class assignments, not for individual independent study and research. The librarians offer individual assistance to students, but they do not formally teach, and faculty members, as a rule, do not become involved in bibliographic functions or library operations. One teacher is given released time to promote communication between the library and learning center and the classroom. Instead of blurring the distinction between teachers and librarians, which is inherent in the Library-College concept, the library program separates the role of the librarian and the teacher; instructors, for the most part, teach their subject, and librarians run the library. The library program at Long Beach City College, therefore, has yet to fully implement the four major elements of the Library-College concept, and it may not do so in the immediate future.

HISTORICAL BACKGROUND

The Library-College concept did not develop overnight, but grew slowly over a period of fifty years from the experiences and critical thought of writers such as Louis Shores, B. Lamar Johnson, Robert Jordan, Patricia Knapp, and others. In 1928, for instance, Louis Shores attended an independent study program at Antioch College and began to perceive that the library could provide potential for enhancing the educational process. Later, in 1934, Louis Shores finished his Ph. D. in Library Science at George Peabody College and began lecturing on his ideas for the ideal library arts college. He delivered a speech at the Chicago Century of Progress Exhibition in which he argued that independent study in the library rather than teacher lectures and textbooks would become the educational method used in the future. According to Shores, the book is the single most important part of a liberal education, and the library could become the most significant part of the college, or as he has stated:

> Current college reformers have at last begun to realize that the material unit of cultural education is the book, and that actually, as well as oratorically, the library is the liberal arts' laboratory. Only the conception of the library as the college and the college as the library remains prerequisite to the birth of the library arts college.[2]

If the library becomes a focal point for education, then, according to Shores, the role of the librarian will have to change. Within a

small liberal arts college library with a maximum of 35,000 volumes, the student will spend time in the library, reading the great books of the ages, and the supervisor of the reading period will be a library trained instructor. He should become an expert at library-oriented tasks such as reference. Also, the librarian will assume a more important role within the educational setting; instead of merely being a custodian of books, he will become an instructor, helping students when they are attending classes in the library. The duties and responsibilities of librarian and teacher will begin to merge. In addition, Shores advocated that upper-class students should tutor lower-classmen, because they will learn the subject matter more thoroughly if they have to explain it to someone else.[3] Louis Shores became the director of the Peabody Library School from 1933 to 1946 and later became the dean of the Library School at Florida State University in Tallahassee, Florida. He also served as the editor-in-chief of Collier's Encyclopedia.

At the same time as Louis Shores was developing his ideas, B. Lamar Johnson at Stephens College was also realizing that the library could play an important role in the educational process. In his book, Vitalizing a College Library written in 1939, Johnson stated that educators often assert that the library is the heart of the college, but all too frequently, the library receives little recognition, or as Johnson asked "...has the library achieved the dignity of becoming even the little finger of most of our colleges?"[4] Johnson became both

the librarian and dean of instruction at Stephens College in 1932 and began the teaching process, developing the library as the center of the campus. He was able to create effective changes at Stephens because he was second in the line of authority only to the president of the college. As the dean of instruction, Johnson knew the needs and strengths of the teaching program, and as the librarian, he also knew the functions, resources, and possibilities of the library. He incorporated these ideas into curriculum planning and development. He selected divisional librarians who had advanced degrees in other academic subjects and made them members of the faculty. Classes were scheduled in the library, and students spent the class time reading and meeting with instructors in small discussion groups. Through this type of instruction, the student gained an increasing awareness of literature, developed plans for individual reading, and learned to enjoy and appreciate books. In a typical year, 430 students in the program read a total of 8600 books representing 1534 titles.[5] Before 1931, the circulation of books from the library only averaged nine books per student per year, but in the middle and late 1930's, circulation grew to more than 36 books per student per year. Not only did the student benefit from the reading program; faculty members began to develop independent libraries for their reading convenience in social studies, communication, marriage and family, and natural science divisions. Instructors actively supported these libraries and also began to consult with librarians in building the curriculum. Librarians also taught

courses in their field of competency. With an emphasis on library-centered curriculum, Stephens College began to strengthen both the teaching and library functions, and as Johnson has stated:

> The changes which took place at Stephens did not occur by accident, they emerged from a commitment: the library must be at the heart of the college. Action followed.[6]

From his experience at Stephens College, Johnson, in 1939, developed four concepts which could be applied to other colleges interested in increasing the value of the library in the instructional program. First, Johnson stressed the concept that books should not be confined to a central library, but should be placed in division or department libraries, classrooms, resident dormitories, and individual student rooms. A student should have access to books no matter where he or she is on campus. Students and faculty members should select books which are appropriate for each decentralized book collection. By having books in many parts of the campus and living in a book-oriented environment, the students will be able to conveniently use the books when they are most needed, become aware of the large resource of books available, and may develop good reading habits. In the second concept, Johnson stated that the campus library collections should not only contain books and periodicals, but also pictures, records, slides, and other media. For the third concept, Johnson, like Shores, believed that teachers and librarians could merge into a single instructional organization, and teachers would use the library more effectively for

sources to support their teaching objectives while librarians could create bibliographies which would be useful in the courses. Instructors could bring students to the library for class meetings, and librarians could teach basic courses in their fields. According to Johnson, librarians are able to observe the problems students are having with their assignments and can offer help to them as well as inform the instructor about student progress. Instructors and librarians can work together as a team to improve education on a college campus. As the fourth concept, Johnson believed that in order to achieve a library-oriented curriculum, a campus should build a new library-instructional building. Small reading rooms should be created for small group discussions and book laboratories and conference rooms for all instructors which could also be used for reading rooms in the evenings, and books would be housed in division reading areas. Seldom-used books would be placed in storage. This library-instructional building should emphasize working areas for learning, not warehouses for books. Johnson suggested that colleges should experiment and plan the construction of such a building so that it fills the particular needs of the individual campus.[7]

Another major writer on the Library-College concept is Patricia Knapp, an associate professor of Library Science at Wayne State University and executive secretary and director of the library at Wayne State University project at Monteith College from 1959 to 1965. In 1956 Ms. Knapp wrote an article titled "A Suggested

Program of College Instruction in the Use of the Library" published in the July issue of Library Quarterly[8] in which she argued for a far more effective library instruction in colleges. Ms. Knapp does not specifically mention the "Library-College," but she pointed out problems in traditional library use and described a new program which later is implemented in the Library-College concept.

Ms. Knapp advocates that the traditional library orientation lecture or "library paper" in Freshman English are ineffective in teaching library skills, as she has stated:

> Competence in library use, like competence in reading is clearly not a skill to be acquired once and for all at any one given level in any one given course. It is, rather, a complex of knowledge, skills, and attitudes which must be developed over a period of time through repeated and varied experiences in the use of library resources.[9]

Ms. Knapp argued that since modern educators are stressing problem-solving, the library can serve as an important source for solutions for these problems, and students should become skilled in library use. Like Johnson, she also recognizes that although instructors say that the library is the "heart of the college," most of the instructors emphasize subject matter and content rather than library skills.

Ms. Knapp stated that library competence can only be taught effectively "...if it is presented by the regular teaching faculty as an integral part of the content courses in all subject fields."[10] Students should learn how to use reference materials, understand how books, periodicals, and other materials are related in the bibliographic apparatus, learn how to search for literature for problem-solving, and be able to locate

various kinds of library materials, such as general reading matter, factual data, or critical material. In order to teach these library skills, Ms. Knapp proposed that courses throughout the four year college experience would encourage the use of the library. As an example, in an urban sociology course, a student could use the library resources to find census reports, newspaper articles, civic publications, as well as other printed materials to write a report on an urban community. In order to complement this program of library instruction and use throughout the four years of college, Ms. Knapp advocated that the librarian should initiate the program by discussing the need for such a program with the faculty. The librarian can persuade library-oriented instructors that they should create assignments which make full use of the library, and he can also work toward establishing a complete curriculum program for library competence for the entire campus. Librarians, then, will cooperate with faculty members to create a curriculum which realizes the full potential of the library as a source for information needed for the process of solving problems.

Patricia Knapp not only wrote articles advocating a new library instruction program, but she also designed and implemented a Library-College program from 1960 to 1962 at Monteith College, which is part of Wayne State University. Monteith College was small, with an enrollment which ranged from 300 to 700 students and fifteen to thirty faculty members, and it emphasized interdisciplinary and independent study.[11] The entire freshman class participated in the experiment which was

initiated in 1960, and from April to September 30, 1960, the library staff prepared for the coming fall when the first phase of the program began in the library and the social science department. In the spring of 1961, the program was expanded to include natural science and humanistic studies division. In the summer of 1961, a sample of twenty-one students participating in the experiment spent two full days in the library for extensive testing in library knowledge. In 1961 the library staff stopped meeting with all faculty members and instead met with one representative, and in the spring and summer of 1962, the program ended, and library personnel began to analyze data collected earlier. Again in the summer of 1962, a small group of students were tested for their ability in library skills.

The basic objective of the program was to improve library skills instruction, and it was based on the assumption that the traditional library instruction is ineffective because it is not connected to regular course work. In this experiment, library units were designed to match specific course assignment over the student's four year college experience. If students had to use the library to find course-related information for their assignments, then they would gain library understanding and competence. Librarians and faculty members would cooperate in planning ten assignments within the four year curriculum. According to Ms. Knapp,

> "...most college teachers lack time and many lack bibliographical expertise to make the most of the library's potential contribution to teaching, and that providing them with bibliographical assistance will result in their making extensive use of library resources for their course work.[12]

Students who participated in the study were expected to find the "way" of searching for information, learning how a library is organized, discovering how information sources are interconnected by reference tools and bibliographies, and learning how professional journals aid scholarly communication. One assignment which could include both library and course work each quarter could only be required through the second quarter of the junior year, and students would be able to find factual answers to their questions, prepare a book review, develop a literature search, know how to use Winchell's Guide to Reference Books, use bibliographies in humanities and sciences, and develop a reading plan in specific topics.[13]

As an example of a library instruction assignment, students were asked to find information on the concept of independence by searching a dictionary, the Syntopicon of the Great Ideas, several periodical indexes, and other reference books. In addition, students then searched for information under "independence" in the Reader's Guide, International Index to Periodicals, and other indexing and abstracting services, and through these reference tools, students would learn how one word can lead to all kinds of valuable knowledge. These students then would begin to see how knowledge is interconnected within the bibliographical sources within a library.

Unfortunately, the program at Monteith College was not a success. To begin with, faculty members never quite accepted librarians as equals. Professors were used to being an independent

instructor, making decisions and judgments on their own, and now must be able to change and cooperate within a "reference group."[14] Faculty members would meet informally, deciding on crucial issues, and librarians were simply and effectively left out of the decision-making process, or as Ms. Knapp states:

> There was, nevertheless, a pervasive, perhaps largely unconscious attitude of rejection on the part of the "ideal-typical" instructor.[15]

These instructors simply did not want to share the work or become a group member, and as a result, library assignments were not very successfully achieved.

The second reason that the Monteith experiment was not successful was that the librarians found that their concept of useful library assignments did not always coincide with the professors' ideas; for instance, the librarians emphasized the use of the classification system, card catalog, and periodical indexes while the faculty members found their important information in specific journals, reviews, abstracting services, and bibliographies. The faculty members were more happy when the sources they utilized were emphasized simply because these tools were of real help to them in their academic experience. Also, teachers tended to emphasize the more subject-oriented part of the assignments and, unfortunately, may have de-emphasized or even omitted library assignments altogether. As a consequence, students tended not to value library experiences as highly as the subject requirements in the course. As an example of

a research project dealing with social agencies in Detroit, such as the Urban League, Ms. Knapp stated:

> ...clearly, the research assignment led students to use the library. But neither the faculty nor the students saw the library component as very important either as a contribution to the research project or as an experience in dealing with a bibliographical problem.[16]

The third reason that the Monteith experiment was not successful is that the students did not respond well to the library-oriented assignments. For instance, although all of the students were given instruction on the types of reference materials available, they actually did not have enough experience or background when utilizing these reference materials, and, as a result, they "...were exposed to a sink-or-swim approach, and most of them floundered."[17] They could not find the materials they needed easily or quickly, they thought that keeping a record of the sources they used was a waste of time, they believed that many of the assignments were too difficult and time-consuming, and many complained loudly in discussion sections that much of the assignments were simply busywork. Many students believed that the library could answer their questions, not force them to analyze or evaluate information themselves. Generally, the students were able to deal with literature searching for specific and factual answers, but most students were unable to handle complex, abstract, or critical material. In too many cases, the students could not separate "pure garbage" from useful information, and they tended to use anything written on a subject. Unfortunately, as a result, the faculty were not

too pleased with the finished projects. In several instances, faculty members believed that they had to select specific readings for the students beforehand and tell the students exactly what to read, which negated the entire concept of independent thinking. In addition. 40% of the students reported that they could not locate the physical book or article in the Wayne State University Library even after they had found the citations in bibliographies, indexes or other reference tools; the library simply did not have what they wanted, which caused anxiety and frustration.[18] The library instruction failed because the library could not provide access to the materials that were needed, and not surprisingly, many students became hostile toward the library. The concept of independent study sounded good in theory, but as it was practiced at Monteith College, it was not totally successful.

Ms. Knapp and the other librarians had realized that serious problems had developed, and they began a thorough evaluation, using interviews, questionnaires, and paper and pencil tests. Participants in the interview process were asked to express their attitudes about the place of the library in the educational process, the amount of actual learning of library functions, and their opinions of the program as a whole. From the data that was collected, Ms. Knapp and her staff recommended that several changes be made, and one of the most basic changes concerned the relationship between the library and the faculty; the person who serves as the library project representative should be an instructor who is fully accepted as a member of the faculty simply

because a faculty member could be effective in the planning stages of the program. As the program was originally designed, faculty members and librarians would cooperate fully on the project, but two or three librarians associated with the project were unable to achieve any real impact in meetings with faculty members.[19]

When the library project staff realized that they were not as successful in library instruction as they had planned, they began to take a more active part in the presentation of assignments, asserting their power and influence. As an example, the librarians began meetings with only one faculty representative instead of the entire department, and they began to review, discuss, and evaluate the kinds of assignments which faculty members were distributing to their classes. In instances when a faculty member may have slighted or neglected the library-oriented part of the project, the librarians would express their disapproval and work toward a more useful arrangement.

Another major change involved the bibliographical assistants who had been employed to work as a liaison between the instructor and the librarian, searching and locating new sources of information for new courses, finding out what has been recently published, or creating bibliographies in new subject areas. They were assigned to individual instructors. Unfortunately, these assistants tended to avoid the librarians and became associated with the individual instructor, actually becoming teaching assistants. The subject matter for the courses became more important than the relationship with the library. As one of the major changes after

the thorough evaluation of the program, the project librarian began to supervise these assistants directly who reported to him instead of the individual professor, and they spent a great deal more time working on library tasks. Finally, after extensive training, these bibliographical assistants began to become identified as a library support group, not a faculty assistant group.[20] Interestingly, out of fifteen assistants, five were so intrigued with their work that they continued doing bibliographic searches, and two assistants decided to attend library school.

In the evaluation of the Monteith College Library experiment, student achievement was also analyzed. Librarians found it difficult to gather data on how well students had learned library skills because many students did not complete the library-oriented assignments in all cases or the instructors did not explain or emphasize library assignments well enough; however, librarians did study a sample of thirty-seven students in detail. For instance, the sample group obtained higher grades and scores on the Graduate Record Examination than other students, they scored higher on the Omnibus Personality Inventory, but they did not do better than the other students in the Test of Critical Thinking or the College Characteristics Index.[21] In other words, the sample group did not perform dramatically better than other students who did not have the library instruction experience, and the sample group of students "were at least none the worse for the experience."[22]

Even though Ms. Knapp's Monteith College Library program had not been very successful, other writers were still discussing the Library-

College concept and advocating that other colleges initiate programs. In 1962, Robert Jordan, who was a librarian at Taft College in California and later became a senior staff member on the Council on Library Resources, Inc., wrote a proposal for the College Talkshop at Kenyon College in which he advocated the creation of experimental colleges to bring new life and vitality to the staid, traditional institutions of higher education. Jordan, like Johnson, also believed that the library should be the heart of any college, and the librarians should take an active and dynamic role in improving higher education, and he suggested that new colleges, with no more than five hundred students and fifty faculty members, be developed into an integrated Library-College. It was the first time that the term "Library-College" had been used.[23]

Jordan also proposed a unique plan for the creation of new experimental colleges; according to Jordan, twenty to forty small autonomous colleges would be connected by a College Host Center which would provide centralized facilities such as a major research library of one million or more volumes, testing facilities, educational and psychological counseling, exhibition area, a museum, an art gallery, a gymnasium, a large auditorium and theater, and a large complex for laboratory facilities. Each of the small colleges would rent space from the College Host Center and also provide students and salary for faculty members. In this plan, each college would not have to undertake an expensive construction project for buildings and could concentrate on

developing a curriculum. Interestingly, Jordan specifically recommended each college should be dissolved after twenty years in order to encourage new and dynamic education "before institutional rigor mortis has set in."[24]

Jordan obviously did not see his College Host Center become a reality, but colleges all across the country during the early 1960's began developing new and innovative educational programs. In 1964 Louis Shores organized the Wakulla Springs Conference at Florida State University where ten colleges and universities met to share their ideas for independent study. One of the major problems that these institutions and others were attempting to solve was that colleges and universities had become huge "multiversities" with class enrollment up to hundreds of students; personal contact with the individual instructor was simply lost. To alleviate this problem, Wayne State, Michigan State, and the University of Michigan were developing small independent colleges within the large institutions and emphasizing independent study as honors reading programs. In California, the University of California at Santa Cruz was being planned around a cluster of small colleges. Antioch was expanding its reading courses and independent study, Parsons College in Iowa was developing an innovative program for students who had failed at other colleges, and Florida Presbyterian in St. Petersburg closed all classes in January for extensive, uninterrupted reading. Florida State University, which hosted the Wakulla Springs Conference, was developing plans for a library-centered curriculum. These colleges had created diverse and

varied programs to improve the educational process, but they all had in common the basic concepts of small, manageable college units and library-centered independent reading instead of emphasis on lectures. Shores also advocated that the new experimental programs acquire a library collection which contains all forms of nonprint materials such as tapes, films, music, photographs, globes, and others as well as the Harvard Classics, the Great Books, and complete reference sets. Also, librarians would take a more active role in the educational process, becoming teachers as they help students in their independent reading programs. With these new, innovative programs, colleges would be able to offer students the "true university."[25]

Robert Jordan again emphasized the need for librarians to become more involved in the actual teaching process when he delivered a major paper titled "The Library-College - A Merging of Library and Classroom" at the Library and College Climate of Learning Conference at Syracuse University in June 1965. According to Jordan, the computer could perform the tasks of ordering, cataloging, processing, and other maintenance tasks so that the librarian would be free to encourage and direct individual and small group independent study. Jordan also stated that:

> If the student's attention and work are centered in the library, perhaps with his own private carrel, if the library is physically designed to maximize attraction, if there is no longer any distinct teaching faculty on the one hand and library faculty on the other, then we have developed a distinctive new type of institution the "library-college."[26]

In order to fully implement this new type of institution, Jordan proposed a kind of college, appropriately named "Shores College," where the library would become the center of intellectual activity; faculty offices, individual carrels, and small discussion rooms would be built within the library. All students would learn at their own pace, engaging in independent study, and the librarians would be considered as faculty members and work with a small group of four faculty members in a broad subject field to provide bibliographic information and selection of reading materials. The library would contain 20,000 titles in print plus 20,000 titles in microfilm, and a list of 55,000 basic undergraduate titles developed at the University of California would replace the card catalog. If this type of new institution could not be implemented, Jordan also recommended that the Library-College concept be integrated into correspondence study and adult education programs. In any such program, Jordan also strongly encourages librarians to take the initiative and become involved in the teaching process instead of hiding behind their desks.

A rather humorous description of the ideal Library-College as an institution has been written by the Reverend Gilbert M. Armstrong in an article titled "Hanky Panky" written in 1965. Armstrong, an assistant professor of English at Jamestown College and rector of Grace Episcopal Church in Jamestown, North Dakota, had decided to name his liberal arts college "Hanky Panky" because it may suggest and be a radical and frivolous idea to create a college on the Library-College philosophy.

Students in this college will prepare themselves for life by studying and learning in small groups, and faculty members will "guide" students rather than dictate or lecture, or as Armstrong states, "No faculty person at Hanky Panky will dwell on Olympus as the companion of Zeus nor will he come down from Zion as the Messenger of God."[27] Students will take two comprehensive exams, one at the end of the sophomore year and the other at the end of the senior year, and they will learn not only the subject knowledge, but they will also discover how to confront the problems of life and to think for themselves. This college should remain small, perhaps with a maximum enrollment of 1,000 students and 90 to 100 faculty members, and the entire college community including students will elect the college president, administrators, and trustees. At the center of the institution, "the library should be the house of all the tools, the museum, the display place of the arts, the community cultural center."[28]

Armstrong presented his paper on "Hanky Panky" at the Jamestown Library-College Workshop in 1065 held at Jamestown College, located in Jamestown, North Dakota. The workshop became an important and significant event in the development of the Library-College philosophy because major writers in the field, such as Robert Jordan, Louis Shores, Patricia Knapp, B. Lamar Johnson, and others, were able to meet, share ideas and generate new concepts. The primary function of the workshop was to develop a realistic plan for the Library-College design,

and, therefore, the participants created working papers and policy statements on topics such as college instruction, library construction, suggested programs, curriculum, students, faculty, and other areas of interest. In addition, a brief history of the movement was included, a list of typical characteristics of the Library-College was established, actual architectural plans for a college library were created, a newsletter started, a major bibliography was prepared, and a list of minimum requirements for books and equipment was written. Perhaps the most important document at the workshop was the Library-College charter which states in outline form and considerable detail what a Library-College should be. The basic characteristics of the Library-College will be explained later in the paper in the next chapter.

Another important source of information about the Library-College concept is Learning Today, a periodical devoted to the development and expansion of Library-College thought. The Library-College Associates in Norman, Oklahoma, began publishing it in 1968, and it has been indexed in Library Literature, Library Science Abstracts, and Current Index to Journals in Education. The periodical appears eight times a year, includes a supplement newspaper titled Omnibus, is available in microfilm, and has an approximate circulation of 2400 subscribers. Howard Clayton is the editor. Interestingly, the magazine was originally titled the Library-College Journal and was a rather scholarly publication with serious articles which discuss philosophical issues such as the role of the librarian and the purpose of a library. Distinguished writers such

as B. Lamar Johnson published papers which were scholarly; Johnson, as an example, wrote "The Heart of the College: A Commitment and Action," which was an important and significant paper explaining the need for library-oriented education, and it was published in the Library-College Journal in the fall issue of 1968.

However, the journal changed dramatically in 1971; the scholarly and philosophical tone was dropped, and the magazine began emphasizing more practical discussions on how the Library-College concept can be applied to actual teaching situations. Writers explained how their library uses independent study for students or how their audio-visual equipment fits into the library program. Not surprisingly, the title was changed to Learning Today, which suggests a more action-oriented point of view, with clever cartoons, pretty illustrations, short stories written in narrative or first-person writing style, and a great deal of advertising. It is not clear why the tone and format of the periodical changed so dramatically, but it may have occurred as the budgets for the universities and colleges began to decline in the early 1970's. As student enrollment dropped, institutions of higher learning began to suffer budget limitations, and the experimental new programs such as the Library-College may have been eliminated from the budgets. As these programs decreased, perhaps the editorial board of the Library-College Journal felt that they needed to find a broader base of support to continue publishing, and perhaps they decided to introduce their publication to secondary and elementary school teachers. Instead of writing for the college, the editorial board may have

decided to drop the scholarly tone, drop the book reading level, and gain a wider reading audience. The catchy cartoons, clever illustrations, conversational writing style, and colorful advertisements may attract a larger number of readers who might have never bothered to open the original Library-College Journal.

Interestingly, the "term" Library-College first appeared in Library Literature in 1967 as a subject heading, and it has been included in every volume of the index to the present. In the 1978 volume, twelve citations were listed under "Library-College," which may suggest that the concept is still being considered and discussed in the literature. However, a large majority of these articles are published in Learning Today, not in periodicals such as College and Research Libraries, Library Trends, or Library Journal. Since the majority of the articles appear only in Learning Today, it would be fair to say that perhaps the Library-College concept has limited appeal in the academic library community.

DEFINITIONS

From the early writings by Louis Shores in 1928 to the Library-College Workshop at Jamestown in 1965, the Library-College philosophy has spread slowly. Various programs at colleges and universities have been established; for instance, John Terrell began a new project at Oakland Community College, Union Lake, Michigan, in 1965. Later, James Dixon started a student-organized plan at San Francisco State College in 1966, Florida State University initiated a library-centered college and Robert Gaylor at the Oakland University opened a program in 1967, and Dan Sillers sponsored a new program at Jamestown in 1968.

From the experiences and the philosophical writings by Robert Jordan, Louis Shores, B. Lamar Johnson, Patricia Knapp, Robert Haywood, and others, a definition of the Library-College philosophy emerges. Essentially, the philosophy can be defined as being an educational way of thinking which stresses independent study and library research rather than a lecture and one textbook approach to learning. The basic elements within this philosophy are:

1. The library serves as the center for education, not the classroom.
2. The bibliographic "way" of organizing library materials through a network of indexes, classification, and catalogs is the single most important learning tool.

3. Independent study is stressed.
4. Learning, thinking, listening, and critical analysis are emphasized.
5. The library should collect the "Generic Book," which consists of all of the possible media and formats that men use to communicate with one another.
6. Faculty members create bibliographies, reading plans, guides, and syllabi and meet with students in individual conferences, small group seminars, and occasional large group lectures.
7. Librarians and teachers share responsibilities for the educational process and merge into one staff. Librarians become teaching-oriented, and the teachers become library-oriented.
8. The major academic facility is the library that acquires, organizes, interprets, and disseminates the generic book.
9. Students and faculty should have individual offices in the library.
10. The library should contain a minimum of 300,000 titles in the collection or 25,000 titles and access to a major research library.

In the summer-fall 1976 issue of Learning Today, a major statement of the goals and objectives of the Library-College philosophy appeared in an article titled "What Is This Library-College Business?,"

and it is written in the form of a dialogue between Lucious Dunkopf, Williston Wallingford, and Ernest Youngblood as they sit in the teachers' lounge sipping coffee. Written by Howard Clayton, the editor of the magazine, the article explains the Library-College concept in a rather long and rambling fashion as Youngblood, a serious and studious-looking individual, attempts to enlighten Wallingford, "a kindly man of 61 years who has taught social science all of his adult life with nothing in particular to show for it,"[29] on the advantages of using the Library-College philosophy in the teaching process. A "library" means man's organization of all knowledge, and all the ways in which men communicate with one another. It also means a personalized study environment, resources within the environment, and the specific literature of a discipline while "college" can be defined as being self-directed study, learning, and thinking that leads to growth. In the phrase "Library-College," the term "library" means a tool which can be used by any learner, no matter how old or young, and the learner can utilize this tool at his own convenience. The library is open to all students and is not limited, nor restricted to any teacher's point of view or opinions; the student can use the library "irrespective of how knowledgeable the teacher is, or how he feels about the student."[30] Within the library, the student is set free from the sixty minute classroom period or the one-semester course, and he can learn at his own pace within his own time limitations. The library will be there when he wishes to continue learning. Furthermore, the term "college" in "Library-College refers

to learning which is always growing, not mere rote memory of predetermined solutions and beliefs. Also, the student can select the problem and guide the learning process instead of being pressured to study someone else's plans. This learning process is also intended to connect theory and practice because the learner is adding to his own knowledge that he has built on actual experience in his life, and this learning process arouses feelings in the student which motivate him to think, grow, and mature, no matter how long he lives or what he wants to study. Both "library" and "college" are interconnected and interdependent in the total Library-College approach to learning.[31]

This approach to learning is based on five steps described by Dewey, and for the first step, the learner needs to solve a problem. He then gathers all the available information in the second step, and then he analyzes this information in conjunction with what he already knows in the third step. For the fourth step, he arrives at a conclusion and tests it, and, at the fifth step, he can arrive at valid conclusions. These five stages of learning occur when student is involved in self-directed or independent study, and the schools should provide the materials, teach the skills necessary for self-motivated exploration, and allow students to draw their own conclusions. Instead, teachers tell students exactly what to do, assign specific goals, and students are expected to meet these goals and arrive at the correct answer. According to Youngblood, there is too much teacher-directed learning; no one can make a student learn, and students do not learn at the

same pace nor in the same way.[32] Students need to learn how to solve problems, not just rote memory work, and the Library-College approach allows students to confront self-selected problems, discover the information he needs, and develop their own evaluations; while the student is learning the subject matter, he is also learning techniques and skills needed to solve problems. For instance, he learns what resources are helpful, how to find them, and how to integrate new ideas into the existing body of knowledge. Within a library, instead of a classroom, students can work at their own pace and never exhaust the resources that are available, or as Youngblood says, "Even Aristotle wouldn't be able to learn everything in a library."[33] Also, students should be able to use all forms of media for learning, whether they are printed books, magazines, film, microfil, tape cassettes, or whatever, and, ideally, there would be no separation between print and nonprint materials in the library. Interestingly, there should be no distinction between a librarian and an audio-visual specialist because they both provide resources to the students so that they may use the information in books or film, as an example, and draw their own conclusions.

To decide what books to use, the student finds the "commnication way," which is essentially the way in which people learn new information. People learn in a variety of ways, and the student should discover a way which is best for him. Since there may be as many avenues of learning as there are people within a classroom, there can be no single way or method which will be effective for all learners. What may be appropriate

for a college student learning chemistry may be totally wrong for an elementary school child, but both students can learn elements of chemistry if given the correct format and resource tools. The Library-College philosophy is not limited to college students, and it can be implemented at any level of the curriculum or any classroom. According to Youngblood, the "Communication Way" can be perceived as being:

> ...the connections between such things as the bibliographic apparatus, the literature of a discipline, the context of that discipline, and the cures--or signs which a student must learn to use if he wants to go from one tool to another while searching for data that he can synthesize and put into an interdisciplinary context. Mastering this way takes time and study.[34]

The bibliographic apparatus means the level of reference tools that a student is using; for instance, an eighth grade student may decide to use the World Book Encyclopedia while a junior in college prefers the Encyclopedia of Philosophy. The student, to use the "Communication Way," should know where he is in terms of knowledge, know where he wants to go, and know what reference tools will get him there. The "Communication Way" has been compared to a road map, and:

> After all, the purpose of a road map is to provide the driver with a miniature setting and recognizable clues that he can use for finding his way through territory that is new to him, while a library is to provide the environment and a range of tools which enable the learner to work his way through a maze of pertinent information that leads to the solving of self-selected problems.[35]

On this road map, highways can represent pathways to knowledge, and traffic signs are resource tools such as the card catalog or reference

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books. The final destination is the students' individual goals and objectives.

A recently published book, The Doing of History by Robert Haywood, explains how the Library-College concept can be used in a practical way as students can demonstrate that they are learning how to learn and taking the initiative in the learning process instead of passively taking notes in lectures and reading the required books. Haywood is now the Vice President for Academic Affairs at Washburn University in Topeka, Kansas, but he was a history professor who learned by long experience that his students were writing poor research papers, and he was determined to find a better teaching method. He believes that students must learn ways of thinking which help them solve problems, find a "way" to locate information, and actually experience "doing" history rather than merely accepting facts and dates. Students will only learn by learning and doing on their own since "learning is a process which no one but the student can ever set in motion. In short, the student is in charge of what he actually learns."[36] Haywood relates how Social Studies teachers made their classes come alive by allowing students to record the history around them; one student developed a film and tape presentation about Amelia Earhart's girlhood friends which included an interview with Amelia's sister who is still living in Boston. Such a report would be a large improvement over the boring and tedious papers normally written by students; instead, history becomes alive and exciting. Motivation is high as the student becomes personally involved in the learning process,

choosing the topic or subject to be studied and directing the method of research. For instance, students go beyond the history textbook and search for material in the county register, local newspaper archives or files, local cemetery records, or personal letters and diaries; in effect, students are "doing" history by reading and studying original documents. They are learning how historians actually determine what history is all about.

In his book, The Doing of History, Haywood also includes an intriguing dialogue between himself and Patricia Knapp in which they share their views on the strengths and weaknesses of the Library-College philosophy. The two writers met at a conference on Library-College thought, held at the Muehlbach Hotel, Kansas City, Missouri, in July, 1968.[37] Both Haywood and Knapp agree that the hisotry teacher and the librarian should work together more often to provide students with a stimulating and exciting curriculum. Too often, the faculty read their tired lecture notes while the librarian is too timid to become actively involved in the instructional process. Haywood also mentions the fact that college libraries tend to buy whatever the faculty wants; as an example, Professor X may emphasize the Civil War and, therefore, a lot of materials are bought for that period. When he leaves and another faculty member arrives, the library may begin buying books and materials in the new professor's field of interest. However, the library is acquiring bits and pieces within certain areas instead of building up a coherent and organized collection, and

Haywood suggests that the librarian take the initiative and create a long-term plan for collection development instead of relying on recommendations from the faculty.

Ms. Knapp, on the other hand, believes that this acquisition policy will be difficult to implement, and librarians may not be able to maintain such a plan without support from the history professors. Ms. Knapp also suggests that history teachers may not know enough about the library to do an adequate job of teaching their students how to do research. For instance, she relates how one professor thought that all librarians merely stuck Dewey numbers on books and shoved them on shelves, or as he said "You librarians think that the history of the French Revolution is Dewey Decimal Number 944, and that once put on the shelf with this classification that is all there is to it."[38] Librarians do far more than that, and they can trace historical events and ideas through a multitude of reference books, indexes, catalogs, and bibliographical guides as well as know, sometimes better than professors, what new books on history are being published. To be fair, Ms. Knapp suggests that librarians should meet with faculty members on a regular basis. She also suggests that even if librarians and historians work together, they may not necessarily teach in the Library-College way; all too often, teachers use new and different media and techniques, such as using film in the classroom, but the students still have to learn from lectures and textbooks instead of "doing" history.

However, Knapp and Haywood generally agree that a student

should learn both the content and method of research in a particular subject field; according to Haywood:

> ...for without the effective mastery of method there can be little hope of working one's way through a body of evidence or of relating skills in the use of sources to the discovery of historical truths... historical mindedness, methodology, content mastery, and analytical insight all tend to run together.[39]

Students, then, should actually be involved in "doing" research and critically analyzing what they read, rather than merely accepting lectures and bland textbooks, as a basic part of the Library-College concept.

Another characteristic of the Library-College philosophy is that students and teachers should learn together, working on research together in joint co-operation. The learning process should be shared, with neither the teacher nor the student creating predetermined solutions or answers. They are both discovering something new. In addition, perhaps students and faculty could join forces to develop a team-teaching approach to instruction, and the student would be responsible for developing part of the curriculum. Students should also teach other students in an "each one teach one" style. Informal tutoring could be arranged, and the student who is teaching will find that he must understand the subject field thoroughly before he can effectively explain it to someone else, and this activity will definitely improve the learning process.

A major characteristic of the Library-College concept is the "Generic Book," and it is the total number of ways that men can

communicate with one another, according to Louis Shores in his recently published book "The Generic Book: What It Is and How It Works." Learning should not be confined to black print or white paper, and libraries should contain all forms of media instead of just books and serials; under ideal conditions, a library collect all reference books, classics, serials, paper backs, all forms of graphics, such as maps, globes, charts, pictures, and dioramas, all forms of projections, such as slides, filmstrips, and microfilms, all forms of transmission media, such as television, radio, and tapes, and new computer programs.[40]

Shores warns of several mistakes that teachers can make when using a variety of media in the classroom.[41] For instance, he suggests that teachers may believe that they are being innovative if they provide films for their students; after all, these teachers are utilizing new media instead of relying on the traditional lecture and textbook approach to learning. Unfortunately, when these teachers assign all of the students to watch a film at one time, they are simply substituting a movie for a textbook; there is no personalized instruction and independent study because everyone is reading or watching the exact same thing at the same time. Another mistake that occurs is that students pay so much attention to the format of the media that they lose sight of what they were actually studying. For instance, students who spend a great deal of time and energy creating attractive slide programs or developing a new film technique will neglect to learn something about the subject matter.[42]

Instead of studying American history, as an example, they are actually learning about audio-visual materials. Teachers can also make a mistake when they think they have used a certain kind of media correctly by simply showing them to the student. For instance, many teachers merely present motion pictures or slide presentations to their students without discussing the audio-visual materials before or after the showing, and the students tend to regard them as entertainment, not tools for learning. In order to be used effectively in the learning process, the audio visual media should be carefully structured into the curriculum program, not tacked on as an afterthought. The teacher should clearly determine how much the student truly understands the subject matter by asking for feedback, what concepts the student has acquired from studying the subject, and how well a student can relate all the topics he has studied.[43] As an example of an appropriate use of media, a student writes a short paper about two paragraphs long, reads it aloud while recording it on tape and then later he plays back the tape while studying the manuscript. From this experience, he can recognize mistakes and correct them. The learning experience is individualized, and the student becomes involved in the activity instead of passively listening to or viewing something and immediately forgetting about it. The student in this exercise has been "doing" the work and learning from it.

If used correctly to stimulate learning, the Generic Book is a major element in the Library-College philosophy. The results of using

the Generic Book are rewarding and very worthwhile, according to Louis Shores as he states:

> The Generic Book, then, is the key to personalized learning within the educational system. Through it, each human being can encounter data which is at his level of understanding and in a format that pertains to his needs. As he handles this subject matter, the student is able to fit it into a context, or network of experiences and connections. Inexorably, such thinking enables him to see that what is learned in the classroom pertaining to the outside world. To be sure, it is an approach that requires freedom for the student, and therefore calls for a new outlook from the teacher. The results, however, will be more than worth the effort. They will, in fact, make learners out of both the teacher and the student.[44]

The "Generic Book" is a major characteristic of the Library-College, but there are several others. Since this concept emphasizes library-oriented teaching process rather than a classroom-oriented style, it is no surprise that faculty members are encouraged to develop syllabi, bibliographies, guides, and reading plans so that students can pursue independent study and research. Faculty members also are expected to create class assignments which make use of library resources and they are also expected to meet with students for individual conferences. The course curriculum should stress ideas and problems rather than geographic areas and time period divisions, and it should include regular speaking, writing, performing, and critical thinking. For diversion, students should be encouraged or exposed to off-campus community service and field work. One of the most important elements in the Library-College concept is the relationships between the librarian and the instructor. In the ideal Library-College

institution of higher learning, "teachers and librarians merge into a single instructional staff."[45] Instructors would analyze their objectives and goals in their coursework and then determine how the library personnel and collection can fulfill those goals and objectives. For many teachers, a visit to the school library may be a unique and novel experience. Teachers would also bring their classes into the library during class periods to do research or independent reading, and they would direct and guide their students. Small group discussions based on reading lists and bibliographies would become major instructional tools, perhaps replacing the lecture hall. As an example of a professor utilizing the library as a classroom, Robert Haywood describes how Frank H. Hodder, who taught history at the University of Kansas, used to meet his students in an alcove near the main reading room of the library. The librarians had placed the relevant books on the subject in the alcove, and Professor Hodder would call on his students for specific answers to questions; if they did not know the answer, they would search through the reference and source books nearby.[46] The teachers who are able to integrate both the subject matter of their field and bibliographic knowledge are considered to be the "new breed" members. According to Shores,[47]

> ...the faculty members must know each of his students individually. The instructor should be able to sense the young person's talents and limitations, to determine the point of readiness to learn. And then out of his intimate knowledge of the literature of his subject prescribe medium or media which will best start the youngster off toward the common goal.[48]

Librarians in the Library-College philosophy are also expected to become more teacher-oriented. Ideally, they should have subject expertise in at least one area and gain a degree in that field beyond the Masters in Library Science. In addition, they should work closely with teachers and offer suggestions of literature or bibliographies which would improve the course curriculum, and they should visit classes and faculty meetings to become aware of what is being emphasized in the departments. They can also teach courses in library use and basic courses in their subject field of expertise. Librarians can set up special collections of materials for specific classes and either have these materials available in the library or bring them into the classroom for students to use. They should also collect and organize all forms of media. In the library, the librarians can help students individually with problems in class assignments and actually instruct them in the subject matter as well as in library use. Librarians can also inform faculty members on how well the students are doing on a specific assignment, explaining whether the students are having a great deal of difficulty with the topic or whether they are mastering the content.[49] Essentially, the librarians are expected to leave the safety of their desks and become actively involved in the teaching process; they can become more than custodians of books.

John Harvey, Dean of the Graduate School of Library Science at the Drexel Institute of Technology, recommends that the colleges must recruit excellent librarians for the Library-College. These

librarians should be hired on the basis of their ability to work closely with students and faculty as well as skills in traditional library competence in cataloging; outgoing personalities are preferred, and enthusiasm is a high priority. Such librarians can be found in the best library schools and outstanding liberal arts colleges. Interestingly, Harvey strongly suggests that:

> We should avoid "bookworms " who spend much time in the library and have therefore developed an interest in it. Sometimes such persons attend library schools where they become identified as "lemons," failures in dealing with people. This is not the kind of person we need.[50]

Another important characteristic of the Library-College is that the library becomes the center of intellectual activity on the campus, and the library building should be constructed so that students and faculty have access to individual rooms, small classroom areas, and other study areas. B. Lamar Johnson believes that the building should contain conference rooms for all instructors and division reading rooms near each other, and storage space should be made available for seldom-used books. Instead of simply warehousing books, the library should be constructed so that it is both attractive and comfortable for faculty members and students.[51] Louis Shores expanded the idea and suggested that the library building become the single most important and largest building on campus. It should be divided into four units which would include the library, dormatory, laboratory and gymnasium plus a theater, and a chapel. The library also should be able to accommodate 100% of the student body, and it should be circular; the

core of the inner circle should contain the stacks and study carrels, faculty offices should be located in the middle circumference area, and seminars and listening and viewing rooms are placed in the outer circumference area.[52]

The library should contain a collection of books, periodicals, and multi-media such as film, microfilm, slides, discs, tapes, electronic computers, and other new forms of communication. It should provide service for a small college with an enrollment from 500 to 1000 students and should acquire a collection of 300,000 new titles or 25,000 titles and access to a major research library. Robert Jordan recommends that 2,000 titles be added yearly and an equal number weeded.[53] All journals would be preserved in microfilm.

CRITICISM

The Library-College advocates have developed a detailed and complex philosophical basis for the Library-College concept, but they have been justifiably criticized for failing to provide practical answers and guidelines. In many instances, definitions have been unclear and cloudy, generalizations have been made without substantial evidence or proof, programs have failed, and problems remain unsolved.

Throughout the Library-College literature, writers have persistently attempted to clarify what the Library-College is, which suggests that ideas and issues are somewhat unclear. Unfortunately, these writers find it difficult to pinpoint exact definitions themselves. For instance, Howard Clayton, writing the introduction to Robert Haywood's book, The Doing of History, realized that people have been asking questions about the philosophy, and he begins to answer them by saying:

> To educators who have spent the last several years trying to promote the Library-College concept within the educational system, the fielding of such questions has become a ritual. They come up at all meetings, conferences,and workshops which the Library-College holds, and they dominate discussions and coffee-break exchanges on the value of this concept. They even form a part of the educational literature.[54]

Unfortunately, when Clayton defines what the Library-College is, his ideas are fuzzy, hazy, and indistinct. He explains the basic foundation blocks by saying:

> The first of these four blocks is made up of ideas which justify, or prove, the Library-College concept in a philosophical way. Thus, in studying this component one deals with all the basic considerations in this concept, including its major and minor premise, the reasons for its goals, and why these goals seem valid in terms of human needs. An entire work on this subject will soon be appearing in the Learning for Living Series.
>
> Since study of such questions indicates that people have to deal with problems by handling myriad stimuli, the second block in this foundation concerns the nature and potential of total communication. This block, which is known as the Generic Book, is in turn closely related to the third construct in Library-College thought, namely the Communication Way. Essentially, this concept concerns the unifying elements that tie together all human and material resources in such a way that any learner can gain access to the complete range of man's recorded knowledge. Gaining skill in using these connections is the key to solving problems in a self-directed way.[55]

The reader has no idea what the first foundation block is or does, really, except for the fact that it has something to do with philosophy. The major and premise are not explained at all--nor are the goals and human needs made clear. Clayton glosses over the problems of clarity by stating that a new book on the subject will be published soon, which answers any questions. The third block, the "Generic Book, is, again, not clearly defined or interpreted; just what is the nature of potential of total communication?" All Clayton says is that it is closely connected with the third principle, the Communication Way, which also is not precisely explained. Somehow, this "Way" connects all human and material resources together, but Clayton does not bother to say what these resources are or how they are related. However, a student can use this network to solve problems; how he learns these skills or what problems he can solve is not mentioned.

Fuzzy, unclear thinking is not limited to definitions, however. Clayton also writes statements which are generalizations without any substantial supporting evidence or proof. As an example, he asserts:

> The Library-College can be implemented in a school of any size, and with students of any ability--and, I might add, in every class in the curriculum.[56]

He offers a rather shaky theory to prove his point as he explains that a student could learn to drive a car using the Library-College method. First, the student would search through the library for bibliographic citations which would lead him to articles or books on muscle reactions, reflexes, and coordination. After reading this material, he might utilize a video-tape recorder as he actually drives a car in traffic so that he could monitor his own driving skills on the road. Later, he could also study manuals or texts on driver education or learn how driving is connected with economics or sociology. This method of teaching sounds rather idealistic and impractical since most students learning how to drive would scarcely search for articles on muscle coordination in a library; instead, they would be sitting behind the wheel of the automobile, gaining "hands-on" experience. In addition, few students would have access to a video-tape recorder to record how they drive in traffic because most school districts would not be able to afford such equipment. It would be a luxury item. With the large class loads in classes, most students would not be given the opportunity to use such equipment for personalized and individual independent study. Ideally, students should receive such individual learning experiences,

but in the realistic classrooms today the opportunities are rare.

In addition, Clayton offers no practical or realistic evidence to support his claim that the Library-College concept can be used in any school and every class. Originally, the Library-College philosophy had been applied to independent study in colleges, and, therefore, it seems difficult to accept the idea that it can be implemented at any grade level, especially when he does not cite studies or experiments or present statistical evidence which might give credibility to his argument. If Clayton could have suggested how one idea could be useful in several different grade levels, then perhaps his argument would have been stronger. Instead, Clayton seems to suggest that his ideas should be accepted simply because he says they are true.

Other writers and teachers have had practical experience using the Library-College in different schools and classes, and their conclusions, based on actual teaching situations, do not substantiate Clayton's claim. For instance, S. F. Roach, a teacher at Kennesaw Junior College at Marieta, Georgia, has tried the Library-College approach and found it lacking because most of the students in his classes had severe learning problems and were not able to work successfully in a self-directed, independent study educational environment. Many of his students could not read and needed remedial work on basic skills as he says:

> For junior college personnel working with students who are hindered by such basic handicaps, the Library-College concept of learning seems a mere fantasy.[57]

Roach suggests that if people want the Library-College movement to expand and flourish, then they should begin thinking in terms of practical ways to use the concepts and modify them to fit the realistic needs of students.

David J. Martz, a professor at the University of Rhode Island, agrees with Roach that the Library-College method of teaching is not always effective or practical. According to Martz, the advocates of the method offer delightful philosophical theories and little practical guidelines. The Library-College method presupposes that all students are highly motivated, want to learn, and are able to work on their own in independent study without constant supervision; unfortunately, students are not always so well motivated and may not want to learn anything at all. The Library-College advocates should turn their attention to developing practical plans which can be successfully implemented in a realistic classroom setting instead of creating ivory-tower theories, or as Martz states:

> ... squandering energy in euphoric loop-the-loops over libraries defined as the sum of human knowledge or over Generic Books... You could choke our movement with too large a serving of pie-in-the-sky![58]

Like Patricia Knapp's experience at Monteith College, other schools have initiated Library-College programs and have discovered a few problems in the practical application of the philosophy. At Keene State College in New Hampshire, an optional educational plan called "Alternative One" was created as an experimental project in which

sixty freshmen and sophomore students would be given the opportunity to develop their own learning experience. With the help of one director, four part-time teachers, and volunteer assistants, the students were free to pursue their own independent study without worrying about grades, and they would receive regular credit for this program. These students also lived together in one house. The faculty developed mini courses based on students' interests, organized field trips, and worked together in teams to enrich the educational experience. As the weeks went by, several problems emerged. First, the advisors were not giving the students the correct or appropriate information since they did not have all of the answers in areas outside their own specialty. They were simply not knowledgeable in all subjects. In addition, many students had no idea of what independent study was, and, therefore, they had no real goals or sense of purpose. They didn't seem to understand serious learning, and they socialized a lot. These students were accustomed to authoritarian teaching methods and did not respond well to complete freedom; they persistently asked about their grades and wanted to know how they were being evaluated, or as D. Andrews, a faculty member participating in the program, said:

> The self-directed learner is somewhat of a rarity... many students think they are competent in this area, but most lack skills in learning how to learn.[59]

Two types of students actually did very poorly in this program because they could not seem to develop any self-direction; these students either

never said anything in meetings or never came to the meetings in the first place. They tended to be shy, withdrawn, and unaware of themselves. The Library-College method of teaching was not helping them at all. Predictably, the rest of the faculty who were teaching in the traditional lecture and textbook way thought that the program did not measure up to academic standards because students did not follow a prescribed plan of learning and did not take exams, and this lack of standards points out a major weakness in Library-College thought. Essentially, if every student pursues an independent, personalized learning program, then how can they be evaluated? How does someone know if they have learned enough or learned anything at all? What happens to standardized tests? Is there a body of basic knowledge that everyone should know regardless of whether he is interested in it or not? Louis Shores' book, The Generic Book, does not answer any of these questions, but they are important and significant if someone is thinking of initiating an educational program based on the General Book and the Library-College concept.

Fuzzy, unclear concepts, lack of practical guidelines, and problems with total independent study are not the only weaknesses in the Library-College philosophy. Both librarians and teachers strongly criticize the idea that librarians and teachers share responsibilities for the educational process and merge into one staff, blurring the distinctions between the two positions. According to the Library-College philosophy,

librarians should become teaching-oriented and actually teach, while teachers become library-oriented and structure their assignments to include resources in the library. As mentioned earlier, Patricia Knapp at Monteith College discovered that librarians and professors could not work closely together since the professors tended to make curriculum decisions without consulting the librarians. Both students and faculty members tended to slight or ignore library assignments and concentrated their attention on the content of the course, not the bibliographic "way" of organizing materials within a library.

Kenneth F. Kister, a former reference librarian at State University College, Potsdam in New York, is now the associate editor of the Virginia Kirkus Service and believes that librarians and teachers have a great deal in common, but they should not attempt to perform each other's jobs. Both librarians and teachers require graduate level degrees, demand a high level of professional talent, skills, and capabilities, make intellectual decisions, participate in continuing education and research, and are vitally needed for a successful educational program. However, Kister believes that the Library-College is basically wrong as he states:

> I am afraid that Dr. Knapp and others who subscribe to the Library-College's fuzzy educator-librarian concept have misconstrued the essence of librarianship.[60]

Kister believes that there is a basic and fundamental difference between the two positions; the teacher deals with substance and content, while

librarians work with procedures and process. The teacher makes value judgments and critically analyzes subject matter, but the librarian performs services such as acquisitions, classification, retrieval, and distribution and should remain neutral toward the material. Kister believed that both individuals have to use their intellect on the job as he stated, "...the mastery of procedure entails effort and mastery of substance."[61] He also believed that students will suffer when the teacher and the librarian attempt to fulfill each other's roles. Unique training is necessary for each position, and most people do not acquire the extra education easily; more than one workshop or course is required. Many teachers have little or no idea how a library operates outside of their field of interest. Also, librarians cannot become subject specialists in every area or field, and, therefore, could not possibly become as well-educated as teachers on a particular subject. However, they can teach students in their field of expertise, the use of the library; reference tours and formal classes, for instance, should be taught by librarians. In conclusion, teachers should teach, and librarians should operate the library.

Robert Shahan, a professor at the University of Oklahoma, described what happens when librarians attempt to become subject specialists. Shahan taught adult learners in the Bachelor of Liberal Studies program, and he learned through experience that he must consult with other instructors to gain information and knowledge for his students because the librarians were "...simply unable to provide conceptual

clarification adequate to their needs."[62] Shahan agreed that librarians cannot master each and every subject field to qualify as teaching experts, and many librarians simply do not care about gaining any further training beyond library skills. It would be unrealistic and unfair to expect all librarians to fully implement the Library-College expectations of librarians becoming teaching-oriented.

B. Lamar Johnson would not have been surprised at Shahan's conclusions. Johnson wrote an article summarizing the activities at the Jamestown Workshop in which he clearly warned against a potential problem within the Library-College concept. Unless the faculty members of a college or university fully supported the Library-College, the chances of success are few; the librarians by themselves cannot do the job. The professors and libarians must be able to co-operate, integrating their skills and competencies, or as Johnson stated:

> Nevertheless, if the Library-College is to develop, leadership must emerge from administrators like President Sillers and Tirrell and from professors committed to "library teaching." If pressure for the Library-College comes only from librarians they will be accused of representing vested interests. The support of presidents and professors must be elicited so they will take the initiative in launching proposals for Library-Colleges.[63]

At the workshop itself, Johnson perceived that the faculty was less than enthusiastic about fully supporting the Library-College movement; few faculty members attended any of the meetings, and "excluding the President, none of the faculty members in attendance has a doctorate."[64] In essence, librarians made most of the policy decisions and curriculum plans instead of working in conjunction in a spirit of co-operation with

the faculty, and this one-sided decision-making process could possibly reduce the changes of success in future Library-College programs. Active faculty support and involvement are vitally necessary.[65]

Johnson also suggested that the workshop would have been more effective if the participants could have observed an actual demonstration of the Library-College in action. However, since no practical plan had been implemented at Jamestown, the workshop members were limited to discussing theories and future plans. The actual working design of a successful Library-College program had yet to be developed.

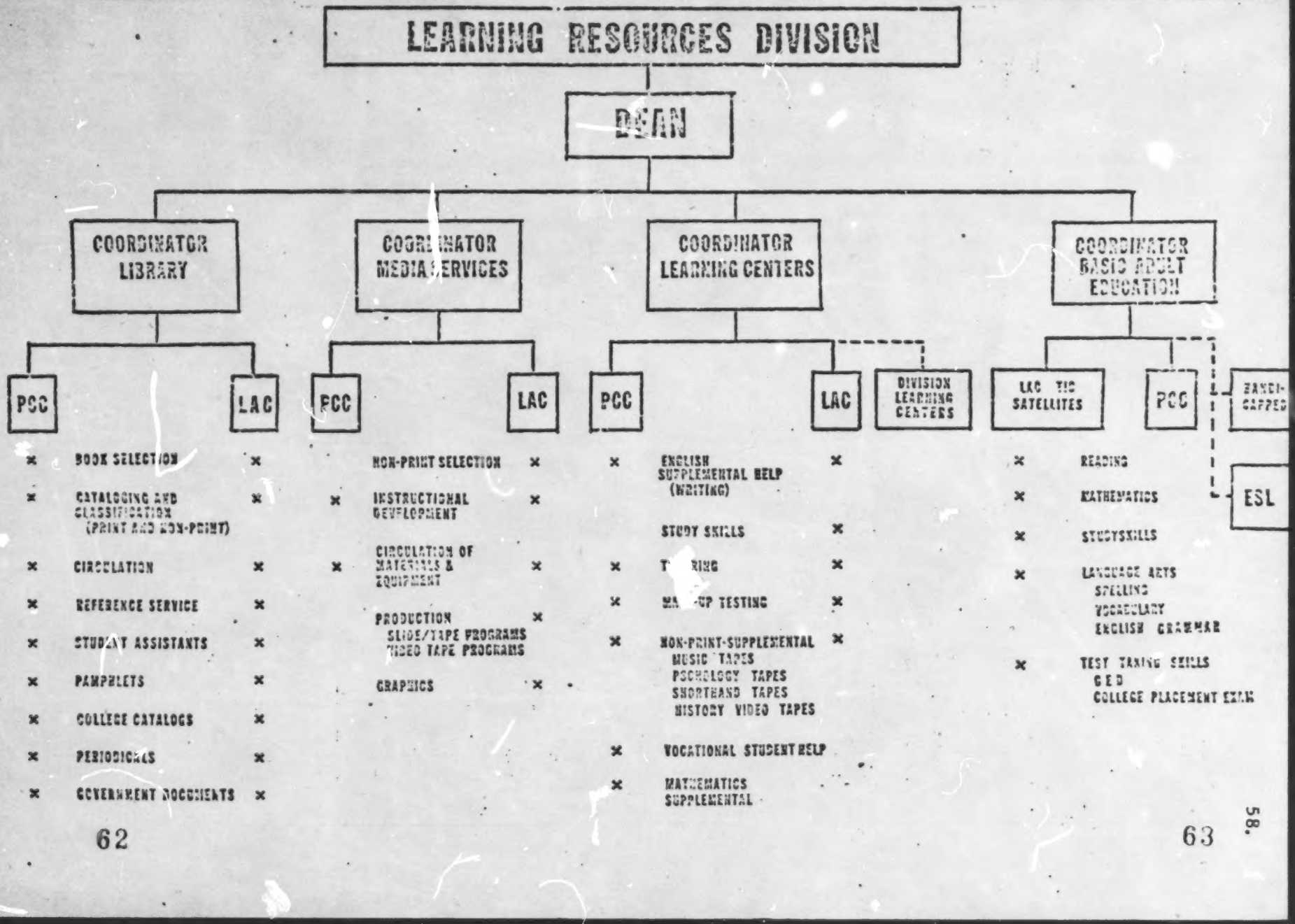
LONG BEACH CITY COLLEGE LIBRARY

Fourteen years later in 1979 Johnson could have had the opportunity to observe a practical demonstration of a Library-College concept at Long Beach City College, 4901 East Carson, Long Beach, California, 90808. The concept has been implemented and developed into the actual working operation of the library, affecting almost all departments and functions. The philosophy has been modified to fit the needs of the librarians, students, and faculty members at the college, and the effectiveness of the program at Long Beach City College will be evaluated in the following pages.

The library serves the educational and recreational needs of the faculty and students at the two-year community college which offers both two year vocational and technical certificates and associate of arts degrees leading to baccalaureate degree. The college is divided physically into two units; liberal arts courses such as English, sciences, history, and others are taught at the main campus on East Carson, where the library is located, while the vocational and technical courses such as welding and auto mechanics are taught at the Pacific Coast Campus, 1305 East Pacific Coast Highway. Extension courses are taught at various high schools within the district. The student enrollment at both locations is quite large, with a combined total of 31,808 people attending school full or part-time in the school year of 1977-78. By far the largest

majority of students, 25,604, go to school on a part-time basis, and approximately 26.3% of the students indicate that they plan to complete their education at a four year college or university. In addition, 73.9% of the students are Caucasian, 10.8% are Afro-American, 4.8% are Mexican-American, 1.1% are American Indian, 2.2% are Spanish, 5.1% are Oriental, and 2.1% are of other ethnic groups. Also, 41.0% of the students reported that their family income was over $13,000 a year, 22.1% reported an income between $9,000-$12,999, 17.5% earned $5,000-$8,999 per year, and 19.4% earned less than $5,000 per year. These statistics indicate that the college serves a predominately white, middle class community.[66]

To serve the needs of this community, the library is committed to providing services and materials to improve and support the educational process of the college. Books, periodicals, audio-visual materials of all kinds, and other material are readily available so that a student can find what he needs for a class assignment, individual research, or recreational reading. The library, in supporting the educational aims and objectives of the college, is very much like any other academic library; however, in one respect, it is different. In March of 1978, the library administration significantly altered the library's relationship with the rest of the college. The library no longer exists as a separate institution, isolated from the teaching process. Instead, the library, Media Services, Learning Centers, and Basic Adult Education were united into the Learning Resources Division. Co-ordinators were appointed for each of these four branches. The library is responsible


LEARNING RESOURCES DIVISION
DEAN
COORDINATOR LIBRARY
COORDINATOR MEDIA SERVICES
COORDINATOR LEARNING CENTERS
COORDINATOR BASIC ADULT EDUCATION
PCC
LAC
PCC
LAC
PCC
LAC
DIVISION LEARNING CENTERS
LAC TEC SATELLITES
PCC
HANDI-CAPPED
ESL
× BOOK SELECTION ×
× CATALOGING AND CLASSIFICATION (PRINT AND NON-PRINT) ×
× CIRCULATION ×
× REFERENCE SERVICE ×
× STUDENT ASSISTANTS ×
× PAMPHLETS ×
× COLLEGE CATALOGS ×
× PERIODICALS ×
× GOVERNMENT DOCUMENTS ×
NON-PRINT SELECTION ×
× INSTRUCTIONAL DEVELOPMENT ×
× CIRCULATION OF MATERIALS & EQUIPMENT ×
PRODUCTION ×
SLIDE/TAPE PROGRAMS
VIDEO TAPE PROGRAMS
GRAPHICS ×
× ENGLISH SUPPLEMENTAL HELP (WRITING) ×
STUDY SKILLS ×
× T RING ×
× MA -UP TESTING ×
× NON-PRINT-SUPPLEMENTAL ×
MUSIC TAPES
PSCHOLOGY TAPES
SHORTHAND TAPES
HISTORY VIDEO TAPES
× VOCATIONAL STUDENT HELP
× MATHEMATICS SUPPLEMENTAL
× READING
× MATHEMATICS
× STUDYSKILLS
× LANGUAGE ARTS
SPELLING
VOCABULARY
ENGLISH GRAMMAR
× TEST TAKING SKILLS
G E D
COLLEGE PLACEMENT EXAM

for traditional library tasks such as book selection, cataloging, circulation, and reference at both the main campus and the Pacific Coast campus. Media Services is responsible for selection of non-book materials, instructional development, circulation of materials and equipment, production of slide/tape and video tape programs, and creation of graphics at both campuses.

The Learning Centers, also located at both campuses, provide individual instruction in English and composition, study skills, math, tutoring in a variety of subjects, make-up testing, and tape cassette programs in music, psychology, shorthand, and history. Other Learning Centers such as math or biology, are operated and maintained by the academic departments and are not connected with the library. The Basic Adult Education program,located at the Pacific Coast campus, provides remedial reading, math, study skills, and English instruction plus test taking skills for older adult students.

The creation of the Learning Resources Division is a definite improvement for the library for several reasons. First, the head librarian, John Geyer, gains political power and status; he is no longer just the director of the library, but he also becomes the dean of the new division. He is now one of the sixteen deans of the college and reports directly to the Vice-President of Academic Affairs. As a dean, he can effectively communicate the librarians' concerns and points-of-view to the college administrators and participate in and exert more influence in the administrative decision-making process

of the college. The library will develop a better and stronger rapport with the administrators and perhaps play a more important role in the educational process.

For the library, becoming a part of the Learning Resources Division is an advantage for a second reason. The library becomes more closely identified with the Learning Center and Adult Basic Education program in the minds of the students. The Learning Center, for instance, is located within the library building, sharing the same foyer, and, therefore, it is definitely possible that students will begin to associate the two units. The library, as well as the Learning Center, becomes a place where students can go for assistance. Instead of thinking of the library as being a storehouse of seldom-used books, students may consider it as being a place where they can learn new ideas and skills, and they may utilize the services of the library more often.

The library can benefit in a third way by becoming a part of the Learning Resources Division. The four departments of the division can co-ordinate and share their resources such as books, audio-visual materials, texts, or testing materials, and avoid costly duplication. It is possible that communication among the various departments might improve, and decisions might be made at the division level to organize the talents and skills of the departments into a unified whole. The departments can integrate their efforts more easily, working together on a project; for instance, the Media Services can produce slides and

tape lessons from books and materials in the library to be used in the Learning Center or Basic Adult Education courses.

The library was founded in 1927, and it contains a collection of 112,000 volumes of books with over 90,000 book titles, 575 periodical subscriptions, and 6,000 bound periodicals. Four librarians, three clerical staff members, and several library assistants operate and maintain the library.[67] The library itself is organized into traditional departments such as cataloging, circulation, bibliographies, and book selection and acquisitions. The staff share reference duties. The librarians perform the traditional and accepted library tasks and do not actively work or participate in the activities of the other departments.

Mr. Geyer, formerly head librarian and now dean of the Learning Resources Division, began implementing the Library-College concept very slowly. He felt that a conservative and evolutionary approach would be far more effective than simply changing the library overnight; the libraries, teachers, administrators, and students would accept the new ideas if they were introduced gradually. The first step toward a Library-College philosophy involved the music department. Ten years ago, the department offered a course called Understanding Music 40, which was required, and needed a place where students could listen to preselected music. The library was the logical choice because it had enough storage and listening space, and the library, in conjunction with the music department, developed a listening program. Teachers would

assign certain specific musical works, such as Ravel's Bolero, and students would come into the library, listen to the selections, and then discuss them in class. A teacher would be in the library at specific times to help students. The music was recorded on tape, and students could use headphones connected to a console and choose the music they wished to hear by dialing a telephone. This dial access system worked fairly well, but it was difficult to maintain over a long period of time, the equipment and tapes finally wore out after eight or nine years, and the music is now stored in audio cassettes. The listening program is still functioning today and is located in the Learning Center.

The introduction of the listening program is significant because it helped change the philosophy of the library. Traditionally, college libraries have collected books and periodicals, not records or tapes, but John Geyer began to read articles in journals which described the new use of media in the library. B. Lamar Johnson had advocated since 1939 that libraries should include pictures, film, musical scores, and photograph records, and Louis Shores began to develop the "Generic Book" concept in the early 1960's. Geyer began developing the media collection of the library, slowly expanding and changing the library and implementing the Library-College philosophy into the library program.

EVALUATION OF THE LIBRARY-COLLEGE PROGRAM AT LONG BEACH CITY COLLEGE

The Library-College program at Long Beach City College developed slowly over a period of several years, and the theories and philosophy of the Library-College concept were modified to fit the realistic and practical needs of the college. Ideas which could improve the educational process were implemented and expanded, while ideas which were ineffective or even detrimental to the learning process were rejected. The question is, what elements of the Library-College concept have been developed into the actual daily working operation of the library? Does the program deserve to be called a Library-College? Does the program actually improve learning? How can the program be evaluated? For the purpose of this study, four major criteria for success from the Library-College Charter will be used to evaluate the program at Long Beach City College.[68] According to the charter, a Library-College should:

1. Provide all media for learning.
2. Emphasize library-centered independent study.
3. Develop faculty members who are bibliographic experts as well as teachers.
4. Achieve student competency in reading, speaking, listening, and critical thinking.

To evaluate the program in terms of the four criteria, these questions will be asked:[69]

1. Does the college have materials and media that meet the requirement of the Library-College?
2. To what extent is independent study emphasized at the library?
3. To what extent do faculty members become expert in bibliography and the use of the library and librarians become involved in the actual teaching process?
4. To what extent do students achieve competence in reading, writing, speaking, listening, and critical thinking?

Media

The Learning Resources Division at Long Beach City College has a large and varied media collection with all sorts of equipment and materials and definitely can be considered as meeting the requirements of the Library-College philosophy. According to the Library-College Charter, a library should contain all forms of graphics such as maps, globes, charts, pictures, and dioramas; all sorts of projections such as transparencies, slides, film strips, and microfilms; transmissions such as discs, tape, radio, and television; and electronic and computer programs. Louis Shores advocated the total use of all media in the library in The Generic Book: What It Is and How It Works. John Geyer agrees with Shores' ideas and is actively concerned with providing students with every possible medium and format to help them

learn. He believes that the printed book is only one form of communication, and a library collection should contain all forms of information, whether on film, tape cassettes, slides, pictures, or any other way. Audio visual materials should be brought into the library and integrated into the more traditional collection of books so that a student can easily locate and use what he needs. In addition, these audio-visual materials should be fully catalogued in the card catalog so that they will be easily accessible. All of the library's holdings, whether in print or nonprint format, should be available in one complete card catalog. At this point in time, the library has yet to achieve this goal; lack of standard method for nonbook cataloging is a major problem. However, John Geyer firmly believes in the "Generic Book" and considers it to be the most important element in the Library-College concept, and, therefore, he will continue to work toward a completely integrated card catalog. He also is committed to expanding the book and nonbook collection.

In the combined collections of the library and the Learning Center, a student can find a wealth of materials and equipment. For instance, the library includes 6,052 microfiche, 5,518 reels of microfilm, audio-visual tapes, films, slides, overhead transparencies, maps, charts, and art reproductions.[70] In the Learning Center, a student can choose among many individual learning programs which are available in cassette tapes, microfilm, videotape, or slides. To orient the student, the Learning Center provides a slide presentation which can

be played on an audio cassette tape recorder, which is very helpful. The student learns, for instance, that he can follow a self-paced, individualized program on tape cassettes in spelling and punctuation or study history, psychology, shorthand, chemistry, home economics, study skills, and writing skills with the aid of individual cassette tapes or films. For instance, a student can learn about World War I and II, Franklin D. Roosevelt, the Korean War, and numerous other historical events by using video cassettes. Tapes on China and the Women's Movement are available. There are also approximately 220 audio cassettes on music with titles such as "What Is Jazz," "How a Great Symphony Was Written," or "Waltzes." In addition, a student can find cassette tapes on how to fly an airplane. The Learning Center has also provided plentiful equipment and machinery to be used with the software. Approximately five slide projectors, two visual machines, three audiotutor machines, three language master units, five Sony video cassette television machines, and eighteen audio cassette tape recorders are available for student use in a pleasant arrangement of individual carrels and large work tables. These machines are heavily used; at the time of this study, students were utilizing nearly every piece of equipment.

Since the Learning Center, with its large collection of audio-visual materials and equipment, has taken over a large part of the first floor of the library building, the library is crowded and needs more space. Books are piled up to the ceiling, and the stacks are

pushed closely together, leaving little room between them. Student tables and carrels are also shoved closely together in a small, cramped area. Space is limited, but John Geyer plans to expand the existing building by adding two new floors. Blueprints have been developed for a new building project which would more than double the existing floor space. The Learning Center will be expanded, a new Media Services section will be added, and more space for periodicals will be created. There will be more student seating areas. In addition, moveable stacks will be placed in the basement for storage. Also, a new building at the Pacific Coast Campus is being planned to expand the Basic Adult Education and Learning Center programs. Proposition 13 had slowed down and delayed the new building plans, but John Geyer is confident that they will become a reality in the foreseeable future. With such a large collection of audio visual materials and equipment, which may even be expanded later, the Learning Center and the library provide a wide variety and diversity of media required by the Library-College concept.

Independent Study

Although the academic program at Long Beach City College strongly supports the wide use of media, it does not emphasize independent study. In fact, the concept of independent study, as envisioned in the Library-College philosophy, does not exist. According to the Library-College Charter, students should work with a faculty member in defining

a goal or problem and then work on their own to select an appropriate method of study or investigation, gather information and data, and then report and evaluate the results.[71] The students are expected to find the "Communication Way" through the library, using bibliographies and indexes to locate information without the teacher pointing out every step of the way. This approach presupposes that students already have a fairly high level of reading and writing skills and are highly motivated. Such an approach is totally wrong for students at Long Beach City College. According to John Geyer, knowledge has to be structured for most students at his community college; they do not have enough education and experience to do original research. Many students do not have high reading abilities, and some may not be able to read at all, and they tend to learn better with a highly structured and sequential learning method in which the teacher explains and directs each step. Simply turning students loose in a library without supervision would be a disaster.

However, a form of independent study does exist in the Learning Center, but it would not by any stretch of the imagination qualify as the kind of independent research outlined in the Library-College Charter. In the Learning Center, students can come in at their convenience and use the audio-visual materials and equipment for class assignments. Also, they can make an appointment for private tutoring in chemistry, biology, political science, accounting, math, and other subjects. In addition, individualized, self-paced programs in spelling and punctuation are available and teachers can suggest that students use these programs

if they fail to pass a basic English skills qualifying exam in class. In addition, one full-time English instructor and one reading specialist work with students on an individual basis in the Learning Center, helping them with composition and remedial reading. However, even though individualized learning takes place in the library building does not mean that library-centered independent study has occurred. The tutoring in English, reading, and other subjects could easily happen in another building or a classroom, and a student could receive such academic help without going near the library.

Faculty Members Become Experts in Library Skills and Librarians Become Involved in the Teaching Process

According to the Library-College Charter, faculty members should do more than teach; they should also become experts in bibliography and library skills at the same time.[72] They should know how knowledge in the library is organized by bibliographies, indexes, guides, reference materials, and the card catalog, and they should be able to prepare reading plans or class assignments which make full use of the library resources. Through these assignments, their students will become familiar with the library materials in the subject field. Librarians, on the other hand, should become more teaching-oriented by organizing the collection around the subjects taught in courses and even teaching courses in library skills or academic subjects.

At Long Beach City College, both librarians and teachers have moved somewhat out of their traditional roles, but they have not

fully achieved the expectations of the Library-College philosophy. For instance, one English instructor stated that teachers have become more involved with the library, but they do not actively learn bibliographic skills or library functions. English teachers will communicate with the library when they assign a research paper to their students, but the librarians prepare bibliographies and find sources of information for students, which is the traditional arrangement. Individual teachers develop their own working relationship with the librarians because there is no set policy or program to integrate teaching and library skills. One business law teacher, as an example, structures his class assignments around the library materials by directing his students to search for specific cases in the law collection. He also brings students to the library during class meetings and gives lectures on library use instead of the librarian. Generally, however, most teachers do not use the library extensively for class assignments. Biology, chemistry, physics, and math teachers utilize their own division learning centers and small private libraries rather than the main campus library. Even the humanities and social science teachers, one teacher suggests, do not have enough time to work closely with librarians in planning the curriculum.

One instructor who has enough time to visit the library and the Learning Center is Wright Atwood, a social science teacher who has been given 40% released time from his teaching duties in order to serve as liaison between the social science department and the Learning Resources

Division. He meets with other teachers, explaining what resources, materials, and programs are available, sets up complete audio-visual programs with slides, film tape, or records for a particular subject, initiates new projects such as recording television programs which depict a certain historical event or period, and in addition, he organizes and supervises a tutor program. Atwood also determines what basic skills tests are used for pre- and post-testing within his department. This summer he will develop a workshop for the production of new tapes, slides, and films for new courses, and, later, he is interested in creating a computer programming unit for social sciences.

Wright Atwood's role as liaison between the Social Science Division and the Learning Resources Division, can hardly be called traditional. His job is rather unique, and he can definitely improve the communication and co-ordination of resources and materials between the faculty and staff members of the library Learning Center, and the Adult Basic Education programs. Through Atwood's efforts, a greater tie between the library and the classroom can develop, expanding the use of library materials, print and nonprint, in the curriculum. It is rather interesting that the liaison person would be chosen from the faculty instead of the librarians. John Geyer explains that the librarians could not do the job as effectively as the teachers because a faculty member could create better rapport and trust with other faculty members. Fellow faculty members would understand the

teaching process and problems more than the librarians, and they would be able to talk intelligently with other teachers. In other words, the instructors would respect and listen to other instructors as equals. Long Beach City College is avoiding the experience at Monteith College where the Library-College program failed primarily because the faculty members did not perceive librarians as equals and effectively shut them off from making any real decisions. Communication between the faculty and the library at Monteith College had deteriorated, but at Long Beach City College, such communication may improve and expand.

Although Atwood is bridging a gap between the classroom and the Learning Resources Division, there is some question whether or not he is fulfilling the responsibilities as outlined in the Library-College Charter. Originally, the writers on the Library-College, such as Johnson and Shores, perceived the "new breed faculty member" as someone who learns how to use bibliographies, indexes and catalogs, guides to the literature, reading plans, syllabi, and other reference tools in the library.[73] At Long Beach City College, the liaison faculty member focusses on audio-visual materials as they relate to the classroom more so than bibliographies or indexes. However, this approach may be far more effective for the academic program as a whole. The students at Long Beach City College respond better and learn more with teaching aids co-ordinated with specific class assignments rather than with an index. For instance, students

in an American history course would probably learn more about World War II with a slide presentation or film rather than searching for original information with the Sources of Information in the Social Sciences. The librarians and the faculty have made a good decision to emphasize audio-visual materials rather than bibliographic searching; they have modified the Library-College concept to fit the needs of their students.

The Library-College philosophy also requires a change in the role of the librarian; instead of merely stamping books, they should become more involved in the teaching process and actually teach in an academic subject. The role of the instructor and the librarian should merge, blurring the rigid distinction between the two. The librarians at Long Beach City College have yet to achieve this goal, and they probably never will, but they have definitely moved away from the traditional image of a librarian sitting behind a desk, admonishing patrons to be quiet. This change may not be connected at all with the Library-College concept; Vida Snow, the acquisitions librarian, states that such a philosopy or program has not been directly implemented or even mentioned in her department. However, Ms. Snow states that her job has changed over the last ten years or so; before, the librarians stayed behind their desks, preoccupied with library procedures such as classifying and stamping books. Now, all of the librarians spend a great deal more time interacting with faculty and students. The librarians enjoy a good working relationship with the faculty because

they try to purchase materials and books which fit into the courses. Ms. Snow contacts teachers several times a year to discuss new book selections and learn about new courses being offered at the school. She is still performing the traditional jobs of librarians in the acquisitions department, but now is emphasizing closer contact with the faculty members.

The librarian in charge of bibliographies and class tours also has emphasized greater contact with faculty and students. He has created numerous new bibliographies on diverse topics such as the Middle East, the Handicapped Child, French, careers, or aeronautics, and he has also written an index to Medical Aspects of Human Sexuality. These resources are tailored to current issues and subjects being taught at the college, developing a closer contact between librarian and teachers. He also spends a great deal of time teaching students informally at the reference desk, giving students individual guidance and instruction on their assignments. The librarians have adopted the policy of offering students total assistance and help in reference questions; instead of merely pointing to the appropriate books and the shelf, they will find the correct entry in an encyclopedia and explain the concept to the student. The librarians have gained the reputation of providing excellent reference service; an English instructor commented favorably on the help her students receive and the library and mentioned that a librarian had spent two full hours helping one student.

The teachers are not the only people on campus who have noticed

how librarians have changed from being custodians of books to actually teaching students informally. The dean of instruction stated that librarians have become more responsive to faculty and students and are actively participating in the overall educational process at the college. Librarians are contacting faculty members, initiating new audio-visual programs for courses, and talking to students more often. Students have been able to find what they need in the library and return to it. Also the Learning Center is bringing more students into the library building, and they are using the resources and materials more often. However, even though the librarians are developing better rapport with students and faculty members, they do not actually develop curriculum plans or teach, and, therefore, they will not achieve the goal set by the Library-College concept.

Student Competency

Do students achieve competence in reading, speaking, listening, and critical thinking as a result of the library program at Long Beach City College? The question is difficult to answer, but there is evidence that students do learn more because of the changes in the library. The dean of instruction stated that the college administration fully supports the new learning programs within the Learning Resources Division and plan to expand them in the future. The use of a wide variety of media, individualized instruction, self-paced learning, and increased contact with teachers and librarians at the library, Learning Center, and Adult Basic Education programs have had a positive effect on student learning. At the library,

for instance, the librarians reported that during a three week period, they answered an average of 119 reference questions per day, and from that total, they estimated that fully 25% of the questions involved a long, extended answer requiring a fifteen or twenty minute explanation, and the librarians felt that they were actually teaching the student. In other words, one quarter of the librarians' time on the reference desk was spent on helping students with their assignments rather than merely showing them where the books were located. The librarians considered that this 25% was a definite improvement and indicated that they were helping students learn more.

In the Learning Center, a study was made of the pre- and post tests of students during the Fall semester of 1978-79. During this time, the staff spent 750 contact hours with students on composition and 129 contact hours on reading skills. Students came in and studied on their own, using the audio-visual equipment and resources for 1363 hours. At the Pacific Coast campus, 184 contact hours were spent helping students with individual tutoring. In this study, 215 students at varying levels of academic skills were given a test in September 1978 on their knowledge of punctuation and spelling. In February, they were retested after a semester of individualized and self-paced instruction utilizing various forms of media, and the students averaged a 36% improvement in punctuation skills and 16% improvement in spelling[74] which indicates that the program does improve learning. Ninety per cent of the students reported that they had improved their skills and would recommend the course to

other students. The students also mentioned that they liked the fact that they were able to study without worrying about competing against other students in a regular classroom and worrying about their grades. The Learning Center does not "grade" students, but allows them to work at their own speed without fear of failure. Further research and study is needed, but the evidence indicates that students are learning.

In the final analysis, has Long Beach City College fully implemented the Library-College philosophy in its academic program? Unfortunately, the college has not developed a program envisioned by the Library College writers such as Johnson, Shores, Jordan, or Knapp, and has not fully incorporated all four major elements of the Library-College philosophy in the academic program. Long Beach City College has created a large collection of all types of media for use in the library, Learning Center, Basic Adult Education programs, and classrooms, which certainly is a major part of the Library-College concept. Also, the college has created a strong link between the library and the classroom by allowing one faculty member 40% of released time to co-ordinate the use and resources and materials between the Learning Resources Division and classes. This instructor may not become an expert in bibliography, as outlined in the Library-College Charter, but he certainly can work toward greater interaction between the library and classroom, which is a major component in the Library-College concept. Unfortunately, the librarians have not fully changed their role and do not become formally involved with teaching,

which is strongly advocated by the Library-College philosophy. Also, the college does not emphasize or stress independent study by students using bibliographies, indexes, guides, and other reference tools in the library to find their way toward knowledge. The lecture and textbook is still a major teaching tool. The Library-College concept essentially required that learning should be centered in the library, but the students at Long Beach City College are not pursuing original research or true independent research expected by the philosophy. In addition, there is some statistical evidence that the library learning programs, with stronger individualized reference help by librarians and personal tutoring and self-paced study in the Learning Center, can improve student competency. However, there is no firm evidence which proves that the Library-College philosophy actually caused the results. Individualized learning centers have been developed in other community colleges such as Cypress Community College in Cypress, California, which do not initiate any Library-College program. The Library-College concept, then, does not exist in its entire form at Long Beach City College.

FOOTNOTES

[1]Albert Armstrong, et al. "Library-College Charter" in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores. (Philadelphia: Drexel Institute of Technology, 1966), p. 195-97.

[2]Louis Shores, "The Library Arts College, A Possibility in 1954?" in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 5.

[3]Ibid., p. XIX.

[4]B. Lamar Johnson, "The Heart of the College: A Commitment and Action," The Library-College Journal (Fall 1968): 17.

[5]Ibid., p. 19.

[6]Ibid., p. 21.

[7]B. Lamar Johnson, "Vitalizing a College Library Summary and Implications," in the Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 15.

[8]Ibid., p. 16.

[9]Ibid., p. 17.

[10]Ibid., p. 19.

[11]Patricia Knapp, The Monteith College Library Experiment, New York: The Scarecrow Press, 1966), p. 12.

[12]Ibid., p. 131.

[13]Ibid., p. 82.

[14]Ibid., p. 23.

[15]Ibid., p. 31.

[16]Ibid., p. 153.

[17]Ibid., p. 41.

[18]Ibid., p. 152.

[19]Ibid., p. 33.

[20]Ibid., p. 32.

[21]Ibid., p. 38.

[22]Ibid., p. 60.

[23]Robert Jordan, "The Library-College --A Proposal," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 31.

[24]Robert Jordan, "The College Host Center and the Library-College," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 33.

[25]Ibid., p. 41.

[26]Robert Jordan, "The Library-College--A Merging of Library and Classroom," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 56.

[27]Rev. Gilbert M. Armstrong, "Hanky Panky," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 101.

[28]Ibid., p. 103.

[29]Howard Clayton, "What is this Library-College Business?" Learning Today 9(summer-fall 1976):37.

[30]Ibid., p. 70.

[31]Ibid., p. 71.

[32]Ibid., p. 38.

[33]Ibid., p. 49.

[34]Ibid., p. 52.

[35]Ibid., p. 56.

[36]C. Robert Haywood, The Doing of History, (Norman, Oklahoma: Library-College Associates, 1978). p. XVIII.

[37]Ibid., p. 37.

[38]Ibid., p. 72.

[39]Ibid., p. 99.

[40]Louis Shores, The Generic Book: What It Is and How It Works, (Norman, Oklahoma: Library-College Associates, 1977), p.1.

[41]Ibid., p. 64.

[42]Ibid., p. 32-33.

[43]Ibid., p. 80.

[44]Ibid., p. 159.

[45]Johnson, The Library-College, p. 12.

[46]Haywood, The Doing of History, p. 57.

[47]Armstrong, et al. "The Library-College Charter," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology 1966), p. 196.

[48]Louis Shores, "The Library-College Faculty," in The Library-College, ed. John Harvey, Robert Jordan, and Louise Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 72.

[49]B. Lamar Johnson, The Library-College, p. 12.

[50]John Harvey, "Library and Classroom Faculty," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 173.

[51]B. Lamar Johnson, The Library-College, p. 15.

[52]Louis Shores, "The Shores Library-College: An Outline," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 109.

[53]Robert Jordan, "The Library-College--A Merging of Library and Classroom," The Library-College, p. 60.

[54]Haywood, The Doing of History, p. viii.

[55]Ibid., p. xi.

[56]Howard Clayton, "What Is This Library-College Business?" Learning Today, p. 61.

[57]Howard Clayton, ed., "Now Hear This: A Potpourri of Reader Reaction to Ten Years of Library-College Thought," Learning Today 10 (Winter 1977):45.

[58]Ibid., p. 38-39.

[59]D. Andrews, "The Conditioning's the Thing," Learning Today 8 (Summer 1975): 26-27.

[60]Kenneth F. Kister, "A View from the Front: A Blast at the 'Library-College' Idea from a Working Librarian," Library Journal 96(October 15, 1971): 3284.

[61]Ibid., p. 3286.

[62]Robert Shahan, "The Library-College: The 'Is' and the 'Ought,'" The Library-College Journal 2 (Fall, 1964):25.

[63]B. Lamar Johnson, "Summary," in The Library-College, ed. John Harvey, Robert Jordan, and Louis Shores (Philadelphia: Drexel Institute of Technology, 1966), p. 219.

[64]Ibid., p. 220.

[65]Ibid.

[66]Long Beach City College Statistical Information 1977-78, (Long Beach: Long Beach Community College District(1978), p. 1-5.

[67]American Library Directory 30th ed. (New York: R.R. Bowker Co., 1976-77), p. 62.

[68]Armstrong, et al., The Library-College, p. 195-97.

[69]Ibid.

[70]American Library Directory, p.62.

[71]Armstrong, et al. The Library-College, p. 195-96.

[72]Ibid, p. 196.

[73]Ibid.

[74]Interview with F. Gaspar, Long Beach City College, Long Beach, California, 13 April 1979.

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